

**DEPUTY HEAD TEACHER
JOB DESCRIPTION**

JOB TITLE	Deputy Head Teacher
MAIN LOCATION	Edgewood School
RESPONSIBLE TO	Head Teacher
SUPERVISORY RESPONSIBILITY	Teachers, Instructors, Teaching Assistants (The Education Team)

PRINCIPLES AND PRIORITIES:

To support and assist the Head teacher by providing dynamic and professional leadership and management to reflect *policy, vision and practice* by sharing and modelling the school's vision and values in everyday practice; developing and motivating staff, setting high expectations, embedding outstanding learning and teaching strategies and raising achievement, contributing to a rigorous and continual self-evaluation and taking responsibility for leading specific areas/initiatives to secure further school-wide improvements.

Specific priorities for each year will be defined by the Head teacher with the post holder, in line with the strategic objectives of the school.

The Deputy Head teacher is expected to be familiar with the National Standards of Excellence for Head teachers (Jan 2015) and those for teachers.

1. Leadership

1.1. Effective line management of the Education Team; deputising for the Head teacher in his/her absence, taking the lead over Education and whole school and site matters (not matters relating specifically and only to the Care department)

1.2. Working with the Head teacher, head office colleagues and other senior managers on site to develop the schools vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff;

1.3. Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans, which promote and sustain continuous school improvement;

1.4. Leading specific initiatives and co-ordinating development programmes to ensure

the school promotes and achieves the highest standards of learning and teaching;

1.5. Embedding ambition and driving improvement within the Education Team;

1.6. Being accountable for the progress that line managed teams make towards meeting the school's statutory targets and strategic objectives for pupil performance;

1.7. Contributing to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, specifically in line managed teams, including:

- contributing to the School's SEF and providing relevant evidence
- annually reviewing progress and moderating team SEFs
- interpreting and acting upon pupil performance/prior attainment data
- analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge
- work scrutiny/standardisation of assessment
- lesson observations and feedback
- learning walks and pupil pursuits
- moderating pupil standards of achievement and behaviour
- checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively;

1.8. Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation;

1.9. Preparing reports for and attending relevant meetings; including LAC reviews;

1.10. Being a positive role model in all aspects of leadership, management, teaching and learning to pupils and staff;

1.11. Working alongside the Head of Care / Registered Manager to ensure that the school's strategic vision is being implemented in our Care Provision;

1.12. Participating in the day to day management of the school by being a visible and effective presence and contributing to the care and education duty rota.

1.13. Working with behaviours that can challenge as a result of a learning disability, taking part in specific training and supporting staff to build skill and resilience in this area, conduct risk assessments and debriefs for those involved in any incidents.

2. Learning

2.1. Monitoring the quality of learning and teaching in line managed facilities/teams;

2.2. Promoting strategies for raising the achievement of all learners and managing

strategic intervention programmes;

2.3. Making effective use of assessment for learning and benchmark data to monitor and promote pupils' progress, address and challenge variation and marginal performance;

2.4. Leading by example and consistently modelling good practice in building pupils' learning power;

2.5. Establishing innovative, creative, responsive and effective approaches to learning and teaching;

2.6. Encouraging an ethos, which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes;

2.7. Lead on curriculum development and implementation, planning a diverse, flexible curriculum and effective assessment framework in keeping with the school's inclusive ethos;

2.8. Ensuring personalised learning remains a core priority in curriculum planning and delivery;

2.9. Supporting and co-planning learning experiences for pupils which are linked into and integrated with the wider community and take account of pupils' academic, spiritual, moral, social, emotional and cultural wellbeing;

2.10. Implementing strategies to ensure high standards of behaviour and attendance;

2.11. Reporting national and local educational strategies and developments to all staff and stakeholders as appropriate;

2.12 Ensure sound and consistent communication tools are used regularly (such as PECS), ensure the system is well resourced and staff are trained and use the system as appropriate.

2.14 To produce reports as necessary to support pupil reviews and EHC plans, attending these meetings as appropriate.

3. Personal Growth and Development

3.1. Ensuring all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication;

3.2. Implementing effective procedures to safeguard pupils at all times;

3.3. Contributing to the recruitment, induction and professional development of the school's workforce to achieve the school's vision and goals, including, where appropriate, initial teacher trainees;

3.4. Supporting equal opportunities for all members of the school's community;

3.5. Implementing clear, consistent and effective performance management processes within line managed faculties/teams and challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly;

- 3.6. Maintaining effective partnerships with the care and therapy team, with parents and carers to support and improve pupils' achievement and personal development;
- 3.7. Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those of Deputy Headteacher;
- 3.8. Reviewing own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Deputy Headteacher.

4. Community

- 4.1. Liaising with colleagues and appropriate external agencies to protect children to ensure their development, health and wellbeing;
- 4.2. Identifying opportunities, with the Headteacher, to further involve parents, carers, community figures, business and other organisations to enhance and enrich pupils' experiences;
- 4.3. Sharing knowledge and experience with other schools as appropriate, to promote innovative initiatives and contribute to the wider development of the education system;
- 4.4. Sharing the school's vision and values and building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress.
- 4.5. Ensuring timely and professional communication to parents in all correspondence and consistently high standards in reports on pupils' progress;
- 4.6. Maintaining positive perceptions of the school through relevant, interesting and engaging items in newsletters and the local media, social media, presentations/ workshops at Parents'/Curriculum Evenings and Celebration events;
- 4.7. Encouraging participation in and organising enrichment, cross and extra-curricular activities appropriate to extending learning and the 24 hour curriculum;
- 4.8. Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups.

5. Environment

- 5.1. Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed teams to improve the quality of education for all pupils and ensure value for money;
- 5.2. Contributing to the development of the school site to ensure it meets current and

future needs within a sustainable framework ensuring the range, quality and use of available resources are evaluated to improve the quality of education for all pupils.

5.3 Be committed to the safeguarding of all pupils and contribute to the safeguarding process as appropriate.

The Deputy Headteacher will undertake any other reasonable tasks or duties assigned by the Headteacher. They also have the responsibilities of any Teacher at Edgewood School and may be required to teach in class where required / where staffing is low.

You as an employee are required by The Health and Safety at Work Act 1974 to:

- Take reasonable care for the health and safety of yourself and others who may be affected by what you do or don't do.
- Co-operate with the Company to ensure compliance with the law;

And under the Management of Health and Safety at Work Act 1999 you as an employee are required to:

- Inform your employer of any work situation, which you consider, represents a serious or imminent danger and any shortcoming in the employer's protection arrangements for health and safety.
- Ensure that you do not misuse or interfere with equipment provided for your safety or the safety of others.